



Keys To Unlock Your Successful Future

Name _____



Northern Cass Public School

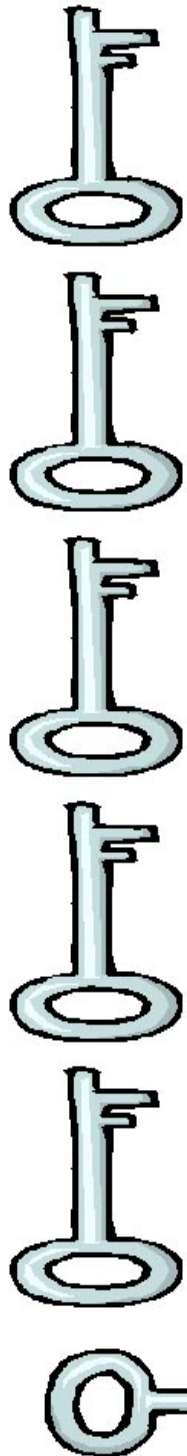
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The Keys to Unlock Your Successful Future

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12th Grade Checklist

Activity	SCAN Skills	Skills I have	Skills I need	Date
Career Development GPA Worksheet	Mathematics, Self-management			
Attendance/tardiness	Responsibility, Self-management			
Responsible/respectful behavior	Responsibility			
Team project	Teamwork			
Keys to Employability	Decision Making			
College/Career Fair	Decision Making			
SAT (optional)	Self-management			
ACT (optional)	Self-management, Problem solving			
FAFSA	Managing Resources			
Post-Secondary Applications	Managing Resources			
Scholarship Applications	Managing Resources, Writing			
Job Resume (Independent Living)	Writing			
Job Application (Independent Living)	Writing			
Cover Letter (Independent Living)	Writing			
Selective Service, Voter Educ. (P.O.D.)	Citizenship			
Career Plan Presentation (Independent Living)	Decision Making, Speaking			
Job Shadowing (optional)	Informational Skills			
Community Service (optional)	Serves, Diversity			



GPA Guidelines for Northern Cass School



Formulation of Grade Point Average:

Grade point average is calculated from all classes each semester. The following scale is used in formulating the grade point average for the semester:

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

Averages are figured by the addition of points earned in all classes. This point total is divided by the total number of credits for that semester.



EXAMPLE: English 9 C = 2

Math A = 4

P Science B = 3

Geography B = 3

FACS A = 4

Desktop B = 3

Band A = 2 (band meets 3 times a week, so the credit is worth $\frac{1}{2}$ of the points)

21 points divided by $6\frac{1}{2}$ credits equals 3.23 GPA



12th Grade CAREER DEVELOPMENT GPA WORKSHEET

12th Grade GPA _____

CLASS	CREDIT	GRADE	GPA Points
English 12	0.5		
English Elective	0.5		
Independent Living	0.5		
POD	1.0		

9th Grade GPA _____

10th Grade GPA _____

11th Grade GPA _____

(Note: you cannot average 9th, 10th, 11th, and 12th grade GPAs to get your cumulative GPA)

Attendance**9th Grade**

Tardies ____ % of time on time _____

Absences: ____ % of time present _____

Excused ____ (based on 180 days)

Unexcused ____

10th Grade

Tardies ____ % of time on time _____

Absences: ____ % of time present _____

Excused ____ (based on 180 days)

Unexcused ____

11th Grade

Tardies ____ % of time on time _____

Absences: ____ % of time present _____

Excused ____ (based on 180 days)

Unexcused ____

12th Grade

Tardies ____ % of time on time _____

Absences: ____ % of time present _____

Excused ____ (based on 180 days)

Unexcused ____

Responsible/Respectful Behavior

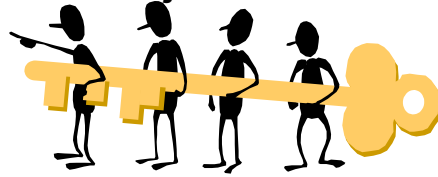
Number of referrals: _____

Examples of responsible/respectful behavior:
Include approximate dates and a verification of a
Northern Cass staff member:_____
date_____
signature_____
date_____
signature_____
date_____
signature

Collaborative Work Skills: Team Project

Teacher Name: **Classroom Teacher**

Student Name: _____



CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.



Seven Keys to Employability

Check the skills you feel are your strengths and compare with 11th grade list. Did you improve on your targeted skills?

Circle any skills you feel need further improvement. Write a plan of action to improve the circled skills.

Task Related Skills		Personal Qualities		Basic Skills	
Care for tools and materials		Honest and motivated		Ask questions and listens well	
Complete work on time		Exhibit a good attitude		Express themselves clearly	
Follow directions		Have personal and career goals		Read and understand written info	
Stick with a task		Have a positive self-image		Write well to communicate ideas/info	
Work neatly and accurately		Adapt to change		Can do math and problem solving	
Work to improve their performance		Are flexible			
Give best effort to the job				Health and Safety Habits	
		Maturity		Dress appropriately	
Working with Others		Assertive when necessary		Practice good personal hygiene	
Accepting authority and supervision		Reliable and dependable		Follow safety rules	
Team player		Accept responsibility		Have good health habits	
Friendly, cooperative, and tactful		Confidence in themselves			
Be a leader		Show initiative		Thinking Skills	
Can teach others		Show pride in work		Creative and motivated	
Respect the rights and property of others		Work well without supervision		Can reason and make objective judgments	
Accept constructive criticism		Seek help when needed		Plan and organize work	
Respect diversity		Notify supervisors of absences		Make informed decisions	
		Are punctual		Can solve problems	
		Good attendance			

Which keys have you used to unlock your career plan?



I know which career I will be pursuing, it is:				
I know which classes I enjoy most, they are:				
I know my interest area , it is:				
I know which Career Cluster interests me the most, it is:				
The education I will need beyond high school is:				
I am unsure about my career plan, my interests, or how much education I plan on pursuing, so I will do the following:				



ACTION PLAN TO IMPROVE SELECTED EMPLOYABILITY SKILLS

Select 3-4 Goals:

Skill	Specific steps to accomplish this	How will you evaluate your progress?	Resources	Date to Reassess

COLLEGE VISIT

College Visited: _____

Date visited: _____

Tour guide: _____

Academics:

1. What percent of students graduate?
2. What percent of students get job in their major?
3. Will I have an advisor to help with scheduling?
4. Is tutoring available?

Financial:

1. What types of financial aid are available?
2. Are there scholarships available?
3. How do I apply?
4. Is there a deadline?
5. What is the total cost, including books, room & board?

Technology:

1. Where will I have access to Internet?
2. What equipment and software do you currently use?



(continued on next page)

Admission:

1. Do you have an enrollment deadline?
2. What standards do you use for acceptance?
3. Do I need to take an admissions exam?

Student Life:

1. What type of housing available?
2. How many students are enrolled?
3. What is the average class size?
4. How large is the largest class?
5. What student activities are available (ask about the ones you are
6. Are there fraternities or sororities?

Career Services:

1. What type of placement assistance do you offer?
2. What is your placement rate?
3. What types of jobs are your graduates obtaining?



Going to the College/Career Fair

Before the fair consider:

- ❑ the size of the school you want
- ❑ the major(s) you are interested in
- ❑ the type of town you want to live in
- ❑ how close or far you want to be from home
- ❑ are there certain activities that are important to you
- ❑ compare your criteria with the list of the college/career options that will be at the fair
- ❑ develop a list of questions you want to ask

At the fair:

- ❑ visit the colleges on your list first
- ❑ ask each college the questions on your list and write down their answers
- ❑ inquire about transferring credits (in and out of their school)
- ❑ visit other schools offering the major you are interested in

After the fair:

- ❑ read the information you picked up
- ❑ make a list of those that still interest you
- ❑ schedule a visit with that college
- ❑ find out about deadlines, scholarships, financial aid etc.
- ❑ analyze all the information---is this the right fit for you?



Scholarship Application Checklist

- ❑ Start early
- ❑ Check for deadline
- ❑ Read ALL the directions before you begin
- ❑ Give your references at least 7-10 days to write letter of recommendation
- ❑ Be neat—key it if at all possible
- ❑ If hand written use black ink and print as neatly as possible
- ❑ Check and recheck for accuracy
- ❑ Answer all questions, if not sure call the school or check with the counselor
- ❑ Make sure you have all signatures that are needed
- ❑ Be honest and accurate
- ❑ Focus on the aspects that show your best side
- ❑ Do tie into the college or program that this is the best fit for you
- ❑ If there is an essay question
 - Read and reread the question
 - Take time to think about it
 - Have someone else critique it
 - Check the essay
 - Make it stand out, but don't go too far or use gimmicks
 - Know what the colleges are looking for



Career Plan Presentation

The 6 to 8 minute presentation will include:

- ❑ Career plans beyond high school graduation.
- ❑ Description of your desired occupation.
- ❑ Relate this occupation to your interests.
- ❑ Relate this occupation to your skills.
- ❑ Relate this occupation to your values.
- ❑ Relate this occupation to your personality .
- ❑ What is “success” in this job?
- ❑ Approximate cost of training/education (time, money, and other resources).
- ❑ Job outlook (both North Dakota and nationally).
- ❑ Possible starting salary range.
- ❑ Outlook for promotion/advancement.
- ❑ Financial assistance available.
- ❑ Other than education, what do I need to do to prepare for this occupation?
- ❑ What I have I accomplished to this point to prepare myself for this occupation?



Oral Presentation Rubric : Communicating Career Plan

Teacher Name: **Ms. Roach**



Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Time-Limit	Presentation is 6-8 minutes long.	Presentation is less than 6 minutes long or more than 9 minutes.	Presentation is less than 5 minutes long or more than 10 minutes.	Presentation is less than 4 minutes or more than 11 minutes.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Attire	Casual business attire, professional look, for example button shirt and khaki slacks.	Partial casual business attire, for example khaki slacks and a t-shirt.	Casual attire, for example jeans and t-shirt	Casual attire, but wrinkled, soiled, hair unkempt, etc.

Introduction to Job Shadowing



What is a Job Shadow?

A job shadow is a learning experience that takes place at a workplace in the community. A student spends between three and six hours at this workplace following an employee during a typical day, observing what this employee does, and asking the employee questions about his or her work and the workplace. The student must complete several written assignments before, during, and after the job shadow that will help him or her understand, think about, and record the things that he or she sees, hears, and learns.

What are the goals and purposes of Job Shadowing?

- ❑ Students begin to identify and explore career interests.
- ❑ Students observe the daily routine of workers.
- ❑ Students learn about the academic, technical, and personal skills required by particular jobs.
- ❑ Students practice communication skills by interacting with workers.
- ❑ Students realize that different jobs are characterized by different work cultures and working environments.
- ❑ Students will understand the connection between school, work, and their goals for the future.

STUDENT SURVEY



1. Do you have any work experience? If so, what jobs have you had?
2. Have you had any previous job shadowing experiences? If so, where?
3. List any volunteer work you have done?
4. What school or extra-curricular activities have you participated in?
5. What are your goals for your job shadowing experience?
6. What careers interest you?
7. What are your favorite subjects in school?
8. What are your favorite hobbies or activities?

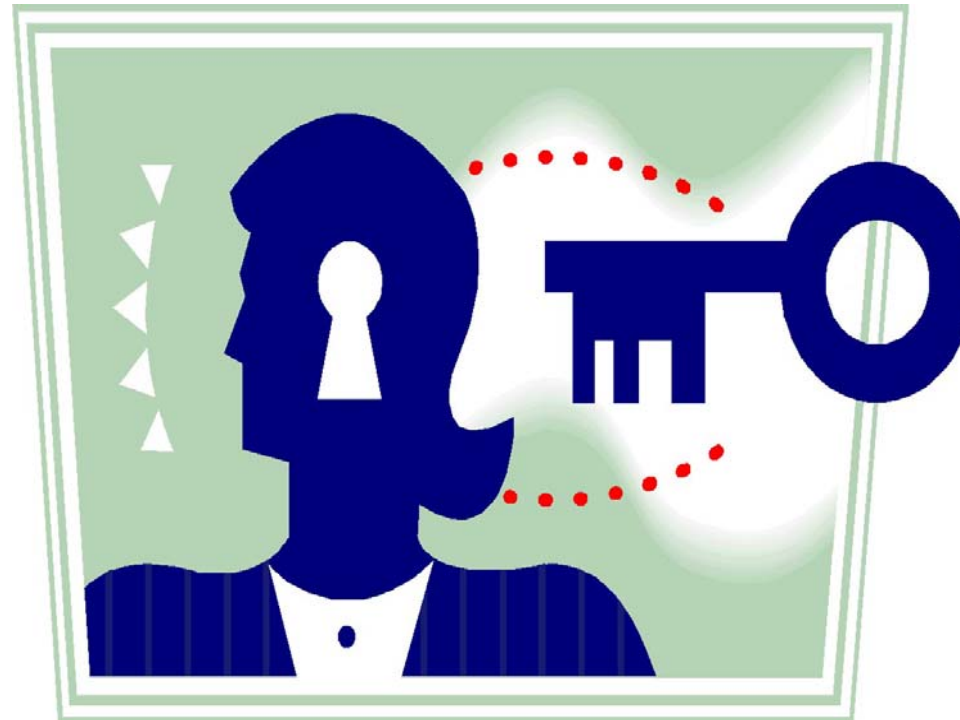
INTERVIEWING YOUR JOB SHADOW HOST



1. How would you describe a typical day at your job?
2. What do you like most about your work?
3. What do you like least about your work?
4. What education training do you need for this job?
5. What personal qualities would be an asset to have in this job?
6. What is the salary range for this job?
7. What kinds of technology are a part of this job?
8. How do you think this job will change in the next five year? The next ten years?
9. Are there opportunities in this occupation, and what is the employment outlook for this occupation?

JOB SHADOWING

Students that would like to do a job shadow experience should contact the counselor or the School To Work Coordinator at school for an application. At that time you will get further information about the entire job shadowing experience.



Community Service

Date	Location	Description (what, how, who, etc.)	Signature

A decorative border of keys surrounds the central text. The border consists of 15 keys: three horizontal keys at the top, three horizontal keys at the bottom, five vertical keys on the left, and five vertical keys on the right. In the bottom right corner, there is a large, detailed illustration of a blue padlock with a keyhole, which is part of the decorative theme.

Resources

- ❑ North Dakota Career Resource Network
- ❑ North Dakota Career Development Implementation Toolkit Grade 10
- ❑ Rubistar 4 Teachers (<http://rubistar.4teachers.org/index.php>)
- ❑ Choices computer software (www.bridges.com)
- ❑ Harrington-O'Shea CDM System (www.agsnet.com)
- ❑ Northern Cass Staff: Anne Nyberg, Jeanne Meyers, Miriam Tobola